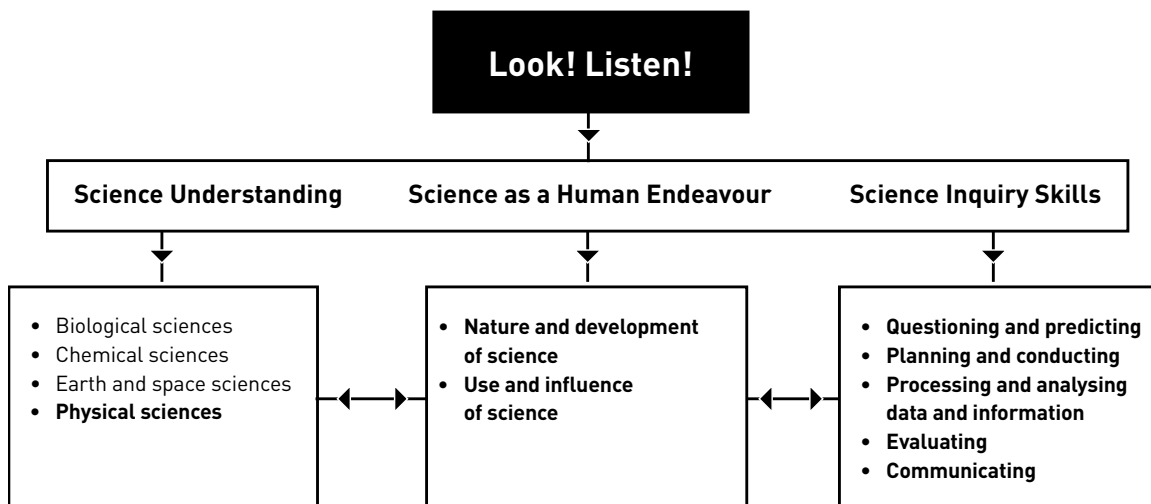# *Look! Listen!*—Alignment with the Australian Curriculum

Look! Listen! is written to align to the Year 1 level of the Australian Curriculum Science. The interrelationship between the three strands—Science Understanding, Science as a Human Endeavour and Science Inquiry Skills—and their sub-strands at this year level is shown below. Sub-strands covered in this unit are in bold.

Look! Listen!

Science Understanding	**Science as a Human Endeavour**	**Science Inquiry Skills**
• Biological sciences • Chemical sciences • Earth and space sciences • **Physical sciences**	• **Nature and development of science** • **Use and influence of science**	• **Questioning and predicting** • **Planning and conducting** • **Processing and analysing data and information** • **Evaluating** • **Communicating**

AC All the terms in this diagram are sourced from the Australian Curriculum.

Curriculum focus

The Australian Curriculum: Science is described by year level, but provides advice across four year groupings on the nature of learners. Each year grouping has a relevant curriculum focus.

Curriculum focus Years F–2	Incorporation in *Look! Listen!*
Awareness of self and the local world	Students use their senses to make direct observations of the classroom, school grounds and home to gather information, describe and make comparisons of the sources of light and sound and how they are sensed.

Year 1 Achievement Standard

The Australian Curriculum: Science Year 1 achievement standard indicates the quality of learning that students should demonstrate by the end of Year 1.

> **By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with** materials and **objects.** They identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments.
>
> **Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.**

The sections relevant to *Look! Listen!* are bolded above. By the end of the unit teachers will be able to make evidence-based judgements on whether the students are achieving below, at or above the achievement standard for the sections bolded above. To assist teachers in making these judgements, assessment rubrics and work samples are provided in Appendix 9.

Overarching ideas

In the Australian Curriculum: Science, six overarching ideas support the coherence and developmental sequence of science knowledge within and across year levels. In *Look! Listen!* these overarching ideas are represented by:

Overarching idea	Incorporation in *Look! Listen!*
Patterns, order and organisation	Students group light and sounds depending on their source.
Form and function	Students investigate how the form of different objects affects the sound or light they produce.
Stability and change	Students observe how sounds in the environment, for example, around the school, might change according to the time of day.
Scale and measurement	Students compare sounds and light using relative language, such as louder, softer, brighter and dimmer.
Matter and energy	Students explore the transmission of two different types of energy—light and sound.
Systems	Students describe simple relationships, such as, sound requires matter to vibrate and eyes require light to see.

Look! Listen!—Australian Curriculum: Science

Look! Listen! embeds all three strands of the Australian Curriculum: Science. For ease of reference, the table below outlines the sub-strands covered in *Look! Listen!*, the content descriptions for Year 1 and the aligned lessons.

Strand	Sub-strand	Code	Year 1 content descriptions	Lessons
Science Understanding	Physical sciences	ACSSU020	Light and sound are produced by a range of sources and can be sensed	1–7
Science as a Human Endeavour	Nature and development of science	ACSHE021	Science involves asking questions about, and describing changes in, objects and events	1, 2, 3, 4, 6
	Use and influence of science	ACSHE022	People use science in their daily lives, including when caring for their environment and living things	1, 2, 3, 4, 6
Science Inquiry Skills	Questioning and predicting	ACSIS024	Respond to and pose questions, and make predictions about familiar objects and events	1, 2, 3, 4, 5, 6
	Planning and conducting	ACSIS025	Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources	2, 3, 4, 5, 6, 7
		ACSIS026	Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate	2, 3, 5, 6
	Processing and analysing data and information	ACSIS027	Use a range of methods to sort information, including drawings and provided tables	2, 3, 6 ,7
		ACSIS212	Through discussion, compare observations with predictions	2, 3, 4, 5, 6, 7
	Evaluating	ACSIS213	Compare observations with those of others	2, 3, 4, 5, 6, 7
	Communicating	ACSIS029	Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play	1–7

AC All the material in the first four columns of this table is sourced from the Australian Curriculum.

General capabilities

The skills, behaviours and attributes that students need to succeed in life and work in the 21st century have been identified in the Australian Curriculum as general capabilities. There are seven general capabilities and they are embedded throughout the curriculum. For further information see: www.australiancurriculum.edu.au

For examples of our unit-specific general capabilities information see the next page.

Look! Listen!—Australian Curriculum general capabilities

General capabilities	Australian Curriculum description	*Look! Listen!* examples
Literacy	Literacy knowledge specific to the study of science develops along with scientific understanding and skills. Primary**Connections** learning activities explicitly introduce literacy focuses and provide students with the opportunity to use them as they think about, reason and represent their understanding of science.	In *Look! Listen!* the literacy focuses are: • science journals • word walls • tables • annotated drawings • role-plays.
Numeracy	Elements of numeracy are particularly evident in Science Inquiry Skills. These include practical measurement and the collection, representation and interpretation of data.	Students: • collect, record and interpret data about the difference between using two eyes with using only one.
Information and communication technology (ICT) competence	ICT competence is particularly evident in Science Inquiry Skills. Students use digital technologies to investigate, create, communicate, and share ideas and results.	Students are given optional opportunities to: • use interactive resource technology to view, record and analyse information.
Critical and creative thinking	Students develop critical and creative thinking as they speculate and solve problems through investigations, make evidence-based decisions, and analyse and evaluate information sources to draw conclusions. They develop creative questions and suggest novel solutions.	Students: • use reasoning to develop questions for inquiry • formulate, pose and respond to questions • develop evidence-based claims.
Ethical behaviour	Students develop ethical behaviour as they explore principles and guidelines in gathering evidence and consider the implications of their investigations on others and the environment.	Students: • ask questions of others respecting each other's point of view.
Personal and social competence	Students develop personal and social competence as they learn to work effectively in teams, develop collaborative methods of inquiry, work safely, and use their scientific knowledge to make informed choices.	Students: • work collaboratively in teams • listen to and abide by rules to a role-play • participate in discussions.
Intercultural understanding	Intercultural understanding is particularly evident in Science as a Human Endeavour. Students learn about the influence of people from a variety of cultures on the development of scientific understanding.	• Cultural perspectives opportunities are highlighted where relevant. • Important contributions made to science by people from a range of cultures are highlighted where relevant.

AC All the material in the first two columns of this table is sourced from the Australian Curriculum.

Look! Listen!—Australian Curriculum: English

Strand	Sub-strand	Code	Year 1 content descriptions	Lessons
Language	**Language for interaction**	ACELA1787	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	1
	Text structure and organisation	ACELA1447	Understand that the purposes texts serve shape their structure in predictable ways	2, 5, 7
		ACELA1448	Understand patterns of repetition and contrast in simple texts	1
	Expressing and developing ideas	ACELA1454	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts	1–8
Literature	**Responding to literature**	ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	3
	Examining literature	ACELT1585	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme	3
Literacy	**Interacting with others**	ACELY1656	Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions	1–8
		ACELY1788	Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace	1–8
		ACELY1657	Make short presentations using some introduced text structures and language, for example opening statements	2, 3, 4, 5
	Creating texts	ACELY1661	Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams	2, 3, 5, 6, 7, 8
	Interpreting, analysing, evaluating	ACELY1660	Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	1

AC All the material in the first four columns of this table is sourced from the Australian Curriculum.

Look! Listen!—Australian Curriculum: Mathematics

Strand	Sub-strand	Code	Year 1 content descriptions	Lessons
Statistics and Probability	**Chance**	ACMSP024	Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'	2, 7
	Date representation and interpretation	ACMSP263	Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays	7

AC All the material in the first four columns of this table is sourced from the Australian Curriculum.

Cross-curriculum priorities

There are three cross-curriculum priorities identified by the Australian Curriculum:

* Aboriginal and Torres Strait Islander histories and cultures

* Asia and Australia's engagement with Asia

* Sustainability.

For further information see: www.australiancurriculum.edu.au

Aboriginal and Torres Strait Islander histories and cultures

The Primary**Connections** Indigenous perspectives framework supports teachers' implementation of Aboriginal and Torres Strait Islander histories and cultures in science. The framework can be accessed at: www.primaryconnections.org.au

Look! Listen! focuses on the Western science way of making evidence-based claims about how light and sound are produced, how they travel and are understood.

Aboriginal and Torres Strait Islander Peoples might have different explanations for the observed phenomenon of sounds travelling through different materials and the sources of light.

Primary**Connections** recommends working with Aboriginal and Torres Strait Islander community members to access local and relevant cultural perspectives. Protocols for engaging with Aboriginal and Torres Strait Islander community members are provided in state and territory education guidelines. Links to these are provided on the Primary**Connections** website.